

White Court School



Behaviour Policy and Statement of Behaviour Principles Including Discipline and Anti-bullying

Approved by: Governing Body

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Introduction

Our aim at White Court School is to provide a welcoming, safe and supportive environment, where pupils are eager to work hard and achieve their potential. In order to achieve this, we must work together as a community, where all pupils, members of staff, families and volunteers feel respected, valued, safe and supported.

Our hope is that by creating a positive environment within our school community, our pupils will develop the values needed to behave consistently well in school and when representing the school.

We recognise the link between social, emotional and mental health difficulties which can all have an impact on behaviour seen in school. We use 'Zones of Regulation' to support the emotional development of all children in school.

This policy is designed to guide and support families if their children disclose information linked to unacceptable behaviour. We are a listening school, so as a first step, always encourage your child to speak to their class teacher or an adult they have a familiar relationship with.

We treat all pupils fairly and this policy aims to ensure consistency for all pupils, with parental support when following procedures.

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, when transitioning around school and at break and lunchtimes
- Inappropriate language towards pupils and adults
- Dishonesty and deceit
- Non-completion of classwork or homework
- Poor attitude, including irresponsibility and cheating

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying - physical, mental or verbal
- Racist, sexist, homophobic or discriminatory behaviour
- Vandalism
- Theft
- Fighting
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Possession of any prohibited items.

These include: Knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, inappropriate images or any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Pupil code of conduct

As a school we aim to:

- Value and appreciate one another, irrespective of age, gender, creed, race, ability or disability and to acknowledge that everyone has a part to play within the school community.
- Develop self-discipline, the ability to learn independently and to work co-operatively with others.
- Listen with respect to one another, and be aware of never damaging another's self-esteem.
- Foster a caring attitude towards the school, its environment and the surrounding area.
- Respect the school building, equipment and personal effects of members of the school community.
- Be aware that good behaviour and health and safety issues are linked.
- Actively encourage and celebrate positive behaviour.
- Develop a whole school culture where children feel emotionally safe.
- Increase children's awareness of how to keep themselves safe whenever they use information and communication technology (E-Safety).

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly and sensibly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

5. Rewards and sanctions

At White Court School, we believe it is important to create a positive environment where children are eager to follow behaviour expectations, using rewards to encourage compliance.

5.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- 'Bucket Filling' praise
- Stickers
- Table points and House Points
- Moving to Gold on the class Traffic Light system
- Positive visit to Year Manager or a member of Senior Leadership Team
- 'Pick of the Week' certificates during celebration assembly
- Presentation of 'Friendship Cup'

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class to a 'Safe Place', particularly if their behaviour disrupts the learning of the class
- Referring the pupil to a senior member of staff
- Expecting work to be completed at the office at break or lunch time
- Missing part of, or the whole break or lunch time, supervised by a member of Senior Leadership Team
- Phone calls home to parents and carers
- Meeting with parents and carers
- Giving a pupil a 'Home School' communication book to monitor behaviours between home and school.

In response to serious or persistent breaches of this policy, pupils may be expected to complete work supervised by a senior member of staff (Headteacher, Deputy Head, SENCO and SENCO Teacher) in their office or room. Other members of senior staff will be aware if this is taking place, communicating by walkie talkie.

5.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school.

The school may also support pupils and families who have been victims of unacceptable behaviour outside of school, if the incident impinges on school life.

5.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for dealing with allegations of abuse against staff and for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

6. Behaviour management

6.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged and succeed
- Display the 'Golden Rules' of conduct and 'White Court Values' for pupils to refer to
- Develop a positive relationship with pupils, ensuring they are able to follow expected routines:
 - Greeting pupils in the morning and at the end of the day
 - Establishing clear routines, including a lining up order and carpet spaces
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting, promoting and rewarding good behaviour
 - Concluding the day positively and starting the next day afresh – all children to begin each new day on green on the class Traffic Light
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Provide pupils with skills so that they can stop unwanted behaviours from others. As a school we use the phrase: 'Stop I don't like it!', 'Sorry I won't do that again.'

6.2 Physical Intervention

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing major disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 2 and 3 for Behaviour Log and Pupil Behaviour Incident Sheet)

6.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

6.4 Fixed term and permanent exclusions

The exclusion of a pupil is always the last resort and usually follows an attempt to remediate the inappropriate behaviour over a period of time. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Exclusion from maintained schools, academies and pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion (DfE September 2012). We refer to this guidance in any decision to exclude a child from school.

Only the Headteacher (or the Deputy Headteacher in their absence) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, the parents will be informed immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, make an appeal to the Governing Body. When a Governor appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

The Headteacher informs the Local Authority and Governing Body about any permanent exclusion, and about any fixed term exclusion beyond 5 days in any one term.

6.5 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

7. Bullying

7.1 Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- **Repeated**, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Opportunities are provided through the P.S.H.E. curriculum to understand what bullying is and highlight the detrimental affects. Children also learn how to build emotional resilience, empathy, self-esteem and the strategies to deal with bullying. White Court School is a caring community and 'Telling School', children are encouraged to share concerns with any of the staff about how they are being treated, or experiences of their friends or peers.

During annual Safeguard training, staff members are reminded to be aware of any changes in children's behaviour which may indicate the child is being bullied.

The child may:

- Be scared to walk to or from school
- Refuse to go to school or make excuses to miss school
- Start taking different routes to school
- Concentrate less in class and stop producing work of their ability
- Be reluctant to go out to play
- Seek adult attention in the playground
- Hide themselves from everyone in the playground
- Begin hurting other children for no apparent reason
- Complain of hunger
- Become withdrawn
- Become distressed more easily e.g. moody, silent, crying
- Cry in their sleep or wetting the bed
- Have nightmares
- Have unexplained bruises or scratches

- Have their possessions go missing regularly
- Refuse to say what the problem is
- Give unlikely excuses to explain any of the above

Possible victims of bullying may also be pupils who:

- are new to the class or school
- have co-ordination difficulties
- are different in appearance, speech or background from other pupils
- suffer from low self-esteem
- demonstrate 'entertaining' reactions when bullied, e.g. crying or overreacting
- are more nervous or anxious

Bullies can be:

- academically achieving less
- achieving as well as, if not better, than their peers
- unpopular or insecure
- quite secure and happy

Both male and female bullies do have something in common:

- bullies tend to have assertive, aggressive attitudes, over which they exercise little control
- bullies tend to lack empathy; they cannot imagine what the victims feel
- bullies tend to lack guilt; they rationalise that the victim somehow 'deserves' the bullying treatment

Dealing with a concern:

Staff, Parents or other children who suspect a child is being bullied, should talk their concerns through with staff member. In most cases, the Class Teacher is most appropriate, as they know the victim best. A way forward will be agreed.

Children who are being bullied should be helped to play an active part in resolving the situation.

Step One:

Two staff members (including at least one member of SMT) begin by talking to the victim to find out what has been happening and which child / children are involved.

Notes should be taken.

Step Two:

The same members of staff (unless escalation to SLT is necessary) will then meet with the child / children concerned to hear their point of view.

Notes should be taken.

Step Three:

The staff involved may share with the children how the victim feels, emphasising that it is the behaviour which is unacceptable, not the children.

Step Four:

The senior staff state they know the group is responsible and that they must do something to resolve the situation. Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The senior staff respond positively, but will make it clear to the children that they expect the behaviour / situation to change.

The situation is monitored closely.

Step Five:

The group and victim are told that the situation will be monitored closely by everyone involved.

Parents of those responsible will be informed of serious incidents and any punishments.

Advice for Parents of the Victim:

- Encourage your child to talk about the situation with you at home. Be patient if they are reluctant.
- Sympathise but do not over-react, in many cases it is important to know the point of view of all involved.
- Ask if she/he can think of any way they can alter the situation.
- Try to prepare your child for taunting and teasing, but ensure children know this is never acceptable.
- Build up your child's confidence as much as possible by PRAISING EVERY EFFORT they make to cope with the situation.
- If your child has few friends encourage him/her to invite children home to play and suggest she/he joins a club of some kind.

The parents of the child initiating the bullying may also need help and support:

- Discuss the situation with your child at home. Explain how serious the situation could become.
- Try to impress upon your child the frightening effect his/her behaviour has upon others.
- Always criticise the behaviour NOT the child.
- Praise your child for acceptable behaviour and reward appropriately when any targets set by the school have been met, express confidence in your child's ability to change.
- Explain clearly that you are working with the school to help him/her make a change in behaviour.
- Try to spend more time listening to your child, it can be a powerful resource.
- Try to increase your child's circle of friends and improve his/her social skills by inviting children to play.

7.2 Cyberbullying (Also refer to the e-safety policy)

Whilst technology has added an innovative dimension to education and communication and many children experience the internet and mobile phones as a positive, productive and creative part of their activities, there are disadvantages. Unfortunately, technologies are also being used negatively.

Features of cyberbullying:

1. It can take place at any time or any place and is an invasion of home/personal space
2. The audience can be large and reached rapidly
3. People who cyberbully may attempt to be anonymous
4. The bully can be any age or size, bystanders can also become accessories
5. Some instances can be unintentional, the result of not understanding the impact of their actions nor the speed at which negative comments can be forwarded to others.

Preventing Cyberbullying

1. Promote the positive use of technology and keep a balanced approach, both in school and at home
2. Raise awareness of the impact of cyberbullying
3. Teach children how to use technology safely and responsibly including when adult supervision and technological protection are not available
4. Provide information on where to seek help and how to report incidents

Know there are sanctions that the school will impose if they act inappropriately when online or using technologies such as mobile phones.

The school regularly provides guidance for parents, carers and others on safe practice on the newsletter.

Key Advice for Children when using ICT

1. Always respect others - be careful what you say online and what images you send
2. Think before you send - whatever you send can be made public very quickly and could stay online forever
3. Treat your password like your toothbrush – keep it to yourself
4. Block the bully – change contact details
5. Do not retaliate or reply
6. Save the evidence
7. Make sure you tell

The school will support both the bully and the target as with other forms of bullying.

8. Roles and responsibilities

8.1 The Governing Body

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

8.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

8.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

8.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To support transition for some individuals, a 'Transition Book' is sent home with the pupil during the summer.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their annual CPD.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and Governing Body every three years. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Governing Body every three years.

12. Links with other policies

This behaviour policy is linked to the following policies:

- DfE Exclusion Guidance (2017)
- Safeguarding policy
- E-Safety policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to learn, free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Governing Body every three years.

Appendix 2: Behaviour Log

BEHAVIOUR LOG



White Court School

- *To be completed by member of school staff and given immediately to a member of the **SLT***
- *Complete for:*
 - *A serious or intentional incident by which a pupil was hurt by another pupil (especially when there is history between the pupils)*
 - *A friendship issue which required staff involvement to resolve*
 - *An allegation of Bullying*

Name of Pupil(s) involved:

Date:

Time:

Location:

Name of Staff:

Other witnesses:

DESCRIPTION OF INCIDENT:

WERE ANY ACTIONS TAKEN, INCLUDING PUNISHMENTS?

WERE PARENTS AND CARERS INFORMED? (include who was contacted, by whom)

FOLLOW UP:

Signed:

Appendix 3: Pupil Behaviour Incident Sheet

PUPIL BEHAVIOUR INCIDENT SHEET



White Court School

- To be completed by member of school staff and given immediately to a member of the **SLT**
- Complete for:
 - An action which has caused injury/harm to themselves, another pupil or member of staff
 - Damage caused to property
 - Serious disruption/abuse

Name of Pupil(s) involved:

Date:

Time:

Location:

Name of Staff:

Other witnesses: --

INCIDENT:

✓

<input type="checkbox"/>	Assault – pupil
<input type="checkbox"/>	Bullying
<input type="checkbox"/>	Damage – property
<input type="checkbox"/>	Disruptive behaviour
<input type="checkbox"/>	Fighting
<input type="checkbox"/>	Inadequate work

<input type="checkbox"/>	Other (MINOR)
<input type="checkbox"/>	Other (SEVERE) – Assault teacher
<input type="checkbox"/>	Racist Incident
<input type="checkbox"/>	Theft
<input type="checkbox"/>	Verbal abuse - Pupil
<input type="checkbox"/>	Verbal abuse - Teacher

DESCRIPTION OF INCIDENT:

If restraint was used, include:

- What was the imminent risk?
- Did you try verbal communication?
- Were there any other options available to you?
- What restraint technique was used?

Signed